

Liberalisation of university education and the quality of teaching approaches: a perspective of public and private university Education in Eastern Uganda.

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ABSTRACT

This study was conducted in selected public and private universities in Eastern Uganda to establish the effect of liberalisation of university education on the quality of teaching approaches in public and private university education in Eastern Uganda. Results revealed from both qualitative and quantitative data that liberalization of university education is a significant factor in determining the quality of teaching approaches in the universities in Eastern Uganda as regards the teaching for lifelong learning, encouraging of collaborative learning, the use of appropriate learning materials, facilitation of acquisition of employable skills, and promotion of reflective thinking in the learners among others. It is recommended that universities ensure that all the teaching staff is taken through regular pedagogical trainings to equip them in approaches that relevant in the 21st century. National Council for Higher Education should monitor universities closely to ensure compliance to set national guidelines in order for universities to produce graduates that will contribute to growth and development of the country.

Key word: liberalisation of university education, quality, teaching approaches, pedagogical training

1.0: INTRODUCTION

1.1: Background to the Study

University education provides new opportunities and is seen as a tool to achieve economic growth and development for any nation. The Teaching process done by lecturers together with students' learning are vital to higher institutions of learning in addition to research and community outreach. The teaching and learning process is the one that brings the curriculum to life and determines what happens in the classroom and subsequently the quality of the learning outcomes. The child-centered and thought-provoking pedagogical approaches are believed to encourage cooperative learning and the development of critical thinking skills that will enhance quality learning among university students (Bakkabulindi 2007). Liberalization of education has provided for the breaking of the governments' monopoly in the provision and managing of the education system as advocated by

General Agreement on Trade and Services (GATS) by allowing private involvement in the supplying and supervision of education in many countries leading to this has led to a tremendous growth of private universities (Ajayi & Akundayo, 2008; Verger, 2008).

In USA and Japan, this growth was believed to improve access and quality as a result of competition created while in India and Malaysia it was seen as a challenge that would compromise the quality teaching in these institutions (Young, 2011). Liberalization university education market has led to overwhelming demand for qualified and competent academic staff leading to appointment of young professors as Vice Chancellors and created a challenge to maintain the good quality of teaching (Oseni, (2015) AQAP, 2011). revealed that In Kenya the rapid growth of universities created a shortage of qualified staff leading resulting in rotating of staff between universities leaving them with less contact hours with students and making difficult to employ appropriate teaching methods (Boit & Kipkoech 2012; Kenya-Edu.pmd, 2008). In Uganda university education was opened to private entrepreneurs 1986 and by 2006, 27 universities had been licensed on top of the introduction of private sponsorship scheme within the public universities (Bunoti, 2010; NCHE, 2006).

While liberalization was meant to increase participation and accessibility and to create competition that would improve the quality of the product (graduates) employers in Uganda complain about the quality of the graduates in terms of skills and attitude to work leaving a question to as to whether the main intention of these private providers of university education is the love for education or to make profit (NCHE, 2011, Cutright, 2010). There is unemployment mismatch between the grades and the practical skills to transform their local environmental resources into useful work and effective contribution to national growth. This shows an obvious deviation between what is done in the universities and what is expected in the world of work (Nabayego & Itaaga, 2014). This study intended to find out whether liberalisation of university education is responsible for the phenomenon, with specific reference to the quality of teaching approaches in Eastern Uganda since the first ever private university was established in this region.

1.2: Statement of the Problem

Majority of university graduates in Uganda do not possess the required skills for the current labor market in terms of practical skills and attitude towards work (NCHE 2013). This is reflected in the high labor turn over, graduate unemployment and a recommendation for further “hands on” training for the employed university graduates (NCHE 2013). The quality of student’s learning, the experiences they go through, and the depth of learning achieved by students, depends greatly on the quality of teaching methods employed by the teachers (Maulu Nega, 2012) Liberalization of university education was meant to increase accessibility as well as improve quality through competition created. However employers have continued to complain about the graduates’ limited employable skills. This study attempted to establish the extent to which the liberalization of university education affects the quality of teaching approaches universities in Eastern Uganda reflected in the employable skills of the graduates.

1.3 Objective

The objective of this study was to establish the effect of liberalization of university education on the quality of teaching approaches in public and private universities in Eastern Uganda.

1.4: Research Questions

How does liberalization of university education affect the quality of teaching approaches public and private universities in Eastern Uganda?

1.5: Scope of the study:

The study was carried out in selected public and private universities in Uganda with specific reference to Eastern Region. The Eastern Region of Uganda has a number of universities and university campuses both public and private from which the research was carried out a study focusing on the effects of liberalization of university education on the quality of teaching methods employed in n university.

1.6 Conceptual Framework the study

The conceptual Framework reflects the relationship between the dependent and independent variables, the dependent variable being the quality of teaching approaches and the independent variable being liberalization of university education. Liberalization of university education is seen in the rapid growth of university education in terms of enrollment and the number of institutions while the quality of teaching approaches is seen from the perspective of the employment of approaches that stimulate teaching for lifelong learning, enhancing the development of employable skills, facilitating critical reflective thinking, among others.

1.7 Educational Theory

Astin (1999) explained that the theory of student involvement, suggests that students' accomplishment in relation to the developmental objectives is correlates directly with the time spent in actions that support individual involvement. This means academic staff needs to have the capacity and experience to keep the students engaged in the activities that will develop the skills for lifelong learning. The study in universities in Eastern Uganda will endeavor to discover the extent to which teaching approaches used by the lecturers provide students into practice skills to ensure quality education is offered in the face of liberalisation of university education.

2.0 LITERATURE REVIEW

Quality teaching and learning can be interpreted as that process that works towards fulfilling the purpose of training individuals for employment and that system that produces graduates who fulfill their roles as workers in the existing society (Nyangau, 2014). The quality of student's learning, the experiences they go through, and the depth of learning achieved by students, depends greatly on the quality of teaching methods employed by the teachers (Maulu Nega 2012). University education supports reduction of poverty through training qualified and compliant labor force, that includes high level professionals like, technicians, business leaders, and teachers, and builds the capability to produce and use the generated knowledge (Bailey, Cloete, and Pillay, 2011). Therefore ensuring the arrangement of diverse approaches concerning teaching and learning is of great importance (Musoke, Itaaga, and Kaahwa, 2014, OECD, 2012). The child-centered and thought-provoking pedagogical approaches are believed to encourage cooperative learning and the development of critical thinking skills that will enhance quality learning among university students (Bakkabulindi 2007).

Liberalizations of Education open space for the entry of private providers of higher education it is believed to enhance the quality of university education through increased accessibility and improved management (Kasenene, 2010; Bunoti 2010; Segawa 2007.). In support of the above

argument Mpaata (2010) said that the quality of High education is affected by among others changing cultures of universities, increasing competition brought about by increased number of universities, University education is seen as an engine of the economic growth providing teaching and learning approaches that emphasize application of knowledge, investigation, synthesis and evaluation that goes beyond recall to produce skilled manpower to explore and exploit the resources (Musoke, Itaaga & Kaahwa, 2014; Hazelkom, 2013; Grama, 2008). Robinson & Warren (2001) argued that mediocre teachers tell; good teachers explain; superior teachers demonstrate while great teachers inspire. The crucial issue is for countries to develop employment skills through quality teaching within educational institutions. National and international discussions prompt institutions, both private and public to put quality teaching on their agenda (OECD, 2009).

In United States emphasis is put on training of instructors in the most appropriate methods that would induce effective learning meant to improve on the teaching strategies and this has made a significant effect on the way of setting learning objectives, involving students in active learning and working in teams to ensure individual accountability (Felder & Brent 2010). In this vain, therefore training of university academic staff would be of paramount importance to ensure quality teaching and learning processes.. Quality teaching and learning requires a teaching process that is driven by professionals who are trained in pedagogy and have the ability to link up-to-date knowledge with the classroom teaching and having graduate employment as major indicator students (OECD 2009). University education, and the mode of learning while at university, will need to prepare and equip students for entry working environment with appropriate skills, knowledge, values and attributes for them to flourish (OECD 2012). The role of higher education teachers in addition to being subject expert requires them to have effective pedagogical skills for delivering student learning outcomes that are useful in the world of work. Learning should focus on the ability to translate learning experience into significant development for an individual and society that should reflect in the ability to integrate useful knowledge, reasoning ability, skills, and values and the development of critical thinking skills which are crucial in university education (Porter, 2012; IUCEA, 2010; Barret *et al*, 2006). This requires re-skilling of the teaching staff which is a costly procedure for entrepreneurs that view university education as a profit making venture.

The profile of students entering universities has changed to include working class leading to opening for include evening and weekend classes that require specified approaches to teaching (Fehnel 2002; Felder and Brent, (2009) revealed that higher education discovered Total Quality Management (TQM) in the 1980s and quickly fell in love with it and declared that it could provide a standard for improving every facet of collegiate performance from fiscal management to classroom instruction. The Student Development Theory emphasizes that students' involvement in academic affairs and the engagement in the training that leads to valuable comprehensive and lifelong learning, will determine how much they benefit from education's teaching and learning (Kouraogo 2010; Felder and Brent, 2009; Astin, 1999). That means that methods that persuade students' active participation in the learning process will make educational experience more beneficial to learners than those which are teacher oriented. The current study intended to whether liberalization university education enhances the use of approaches that encourage students' active participation. The existence of profit motivated universities and the establishment of campuses with the focus on attracting as many students as possible with the practice of minimizing costs, an enquiry needs to be done on whether appropriate methods are used in the teaching process in order to get quality output that meet the labor market demand.

Education For All monitoring report (2005), indicates that education helps learners advance creatively and develop the ability, awareness and attitudes necessary for accountable and fruitful citizens. Since effective outcome is mostly received from having increased involvement of students it is important that teaching approaches be given due consideration especially with liberalization that gives every university considerable autonomy. Quality learning is done through the provision of trained teachers who use child-centered teaching approaches in well-managed classrooms and are skilful in assessment to facilitate learning and reduce disparities in order to produce outcomes that encompass knowledge, skills and attitudes, that are linked to national goals for education (UNICEF Report, 2000).

Evidence shows that significant performance improvements are mainly seen in the academically weaker students in the class than for the stronger students that interact with teachers that are competent in appropriate approaches (Bullard, Felder & Raubenheimer, 2008). Most private universities admit students that are considered to be academically weak who may not have scored highly. Therefore quality teaching approaches that ensure learning of all categories of students are seen as key input in the development of skilled manpower that will contribute to the national development (Itaaga, 2003). Learning that is rooted in working life could help institutions to understand and respond pedagogically to the challenges of this atmosphere, using other forms of teaching and learning patterns, like project-based learning (OECD, 2012). Nabayego & Itaaga, (2014) observed that the level of interactive, independent and practical learning is minimal in Ugandan universities and so graduates are not practical enough disadvantage of the students' prospective roles and responsibilities in the employment world. Yet every nation invests in university education to build up and enhance its populace with the advanced ability desired to basically work and transform their resources into creative employment after completion. However most of the This study, therefore seeks to investigate the teaching approaches used in the universities in the face of liberalization of university education.

3.0 METHODOLOGY

3.1 Research Design

This study was intended to examine the effect of liberalisation of university education on the quality of teaching approaches in universities in Eastern Uganda employed. Cross-sectional survey design was used since the study sought to get response from the sample only once during the entire data collection period in addition to seeking opinions, feelings and trends of the situations in a cross section of respondents from different universities over a short period of time (Kothari, 2004).

Two close ended items questionnaires on the quality of teaching approaches designed for teaching staff and students' leaders were presented on a five-point Likert- scale ranging strongly agree, to strongly disagree from 5 to 1 respectively. The questionnaire required respondents to the indicators of quality teaching approaches which included, teaching for lifelong learning, collaborative learning use of ICT, emphasis on the acquisition of employable skills, promotion of critical reflective thinking, giving appropriate feedback and involving students in setting learning goals. The reliability for the instrument was found to accepted at ($\alpha = .86$) so the instrument was considered reliable.

Interview guides presented oral-verbal questions for personal face to face interviews (Kathori 2004) for top university Administrators and NCHE officials had been designed. The inter-judge coefficient of validity was applied for each item in the instrument by submitting it to two expert researchers and an average was computed for the overall instrument (Amin, 2005). The Content

Validity Index formula by Amin (2005) was used to determine the level of accuracy of the instrument which was found to be 0.799, which is acceptable according to George and Mallery's (2003).

3.2 Participants

Participants were drawn from five universities in Eastern Uganda. The study population for this study comprised of Deputy Vice Chancellors Academic Affairs, Academic Registrars, Deans and Heads of Departments, academic staff and Guild Officials as well as other categories of students' leaders in the universities and university Colleges in Eastern Uganda plus National Council for Higher education officials. The total population was 1028 and using Krejcie and Morgan 1970 table of sample size determination, a sample of 279 was selected to include in the study. The population was divided in strata and then proportionate sample selection method was used. The total number of questionnaires distributed was 283 and the number of questionnaires returned was 232 which represent an 83% return rate and all questionnaires returned were fully filled by the respondents. A survey response rate that is above 80% is good enough and helpful in ensuring representation (Cassell and Symon, 2004; Mugenda and Mugenda 2003).

3.3 Data analysis

Since the objective of the study was to examine the effect of the liberalisation of university education on the quality of teaching approaches in universities in Eastern Uganda, after sorting and coding, data was entered into a computer and examination was done using SPSS version 20. Descriptive statistics like frequencies, percentages, mean, and standard deviation were used to generate reports that were later discussed. Inferential statistics such as correlation analysis were used to determine the relationship between liberalization of university education on the quality of teaching approaches in universities in Eastern Uganda. Regression analysis was engaged to establish the degree of the effect of liberalization of university education on the quality of teaching approaches in universities in Eastern Uganda.

4.0 FINDINGS AND DISCUSSION

Table 4.1: Summary of the Demographic Data of the Respondents

SCORES						
	FEMALE	MALE				
<i>Sex</i>	28.4	71.6				
	Guild Officials	Cabinet Members	Class Coordinators	Others	Lecturer	HOD
<i>Designation</i>	11.6	9.1	7.3	23.3	39.2	9.5
<i>Highest level of Education</i>	PHD	Masters	Bachelors	Diploma	Student	
	3.9	34.5	9.9	.9	50.9	
<i>Name of the institution</i>	UCU MUC	KUMI	IUIU	BUSITEME	LIU	
	22.4	12.9	24.6	23.3	16.8	

Source: Field data, (2018).

Table.1 shows the summary of the demographic data of the respondents in percentages. It indicates that majority of the respondents were males and by designation majority were students leaders of

the different categories. PhD holders were only 3.9% of all the respondents and Islamic University (IUIU) had the highest numbers of respondents by percentage.

4.1: Opinion on the effect of liberalization of university education on the quality of teaching approaches in universities in Eastern Uganda

In order to determine the influence of liberalization of university education on the quality of teaching approaches in the universities in Eastern Uganda, the respondents were required to give their opinion on ten constructs as provided for in a questionnaire. The feedback from the respondents were deliberated on a five-point Likert scale, with dimensional value of 1= strongly disagree, 2=Disagree, 3= Undecided (uncertain), 4=Agree and 5= strongly agree. Descriptive statistics obtained from the analysis of the responses appear in the table below Table 4.2.

Table 4.2: Respondents' opinion on the effect of liberalization of university education on the quality of teaching & learning approaches in universities in Eastern Uganda.

Statement	SA	A	UD	D	SD	Mean	SD	Comment
	5	4	3	2	1			
The teaching promotes life-long learning	20.7	48.7	14.7	10.3	5.6	3.69	1.285	High
students are encouraged to interact and discuss the content collaboratively	20.3	53.0	12.1	11.2	3.4	3.75	1.013	Common
suitable support is provided for learners with specific learning needs	9.9	37.5	22.4	25.4	4.7	3.22	1.082	High
Lecturers use ICT to enhance their teaching & learning	13.8	45.3	14.7	20.7	5.6	3.4	1.128	Frequent
Appropriate instructional materials are used to facilitate learning	9.5	37.9	26.7	21.1	4.7	3.26	1.042	Frequent
Approaches used facilitate the acquisition of employable skills by the learners	7.8	53.9	18.5	17.7	2.2	3.47	0.944	Frequent
Methods used in teaching promote critical reflective thinking	15.5	48.3	13.4	15.9	6.9	3.5	1.140	High
Students have a strong sense of involvement in the process of setting specific learning goals	18.5	35.3	15.9	22.4	7.8	3.34	1.032	High

The objective was to examine the effect of Liberalization of university education on the quality of teaching approaches in universities in Eastern Uganda and research question stated that: What effect does the liberalization of university education have on the quality of teaching methods in universities in Uganda?

4.2 Lifelong Learning

From Table 4.2 respondents gave diverse opinions on the construct that ‘with liberalization, teaching promotes lifelong learning’ 69.4% agreed while 20.6% did not agree. This means that majority of the respondents held the opinion that liberalization of university education enhanced teaching that promote lifelong learning in universities in Eastern Uganda. One of the National Council for Higher education officials said that; ‘most private universities aim to employ appropriate teaching methods but the staff ratios to do exhaustive teaching may be the issue’. This is consistent with Gram, (2008) who asserts that quality in teaching is that which opens up opportunities of learning experiences for learners to develop personal and social skills and attitudes as they work together by sharing, discussing, using diverse forms of communication and accommodating diversity. Furthermore (EdQual, (2006) asserted that currently the quality of teaching emphasizes learning for social development, through the support of life skills, considerable cognitive learning outcomes, learning for human fulfillment, and preparation for the world of work together with learning for social progress or change. The findings also agree with findings indicated in UNICEF Report that quality learning is done through the provision of trained teachers who use child-centered teaching approaches in well-managed classrooms and are skilful in assessment to facilitate learning and reduce disparities (UNICEF, 2000).

This however contradicts the results from the study carried out by Twebaze, (2015) where it was observed that an aspect of commercialization of education has come in as a result of liberalization and privatization of education which has led to unnecessary prominence on academics in education at the cost of other domains The demand for skilled professionals, who are skilled in teaching, has increased greatly in China because of a combination of improvement of welfare standards, establishment of one-child generation together with high expectations by parents for their only child (Calderon & Tangas, 2004). Problem Based Learning teaching approach significantly increase in understanding as compared with transmittal lecture and causes an improvement in long-term retention including improvement communication skills and confidence in their ability to have interpersonal communication (Cutucache and Dahlquist, 2014).Russia’s higher institutions ensure that they recruit the best teachers by taking them through competitive recruitment procedures which include evidence of the ability to employ modern pedagogical approaches to teaching (OCED, 2009).

Concerning the issue that liberalization of university education encourages the use of approaches that facilitate the acquisition of employable skills by the learners, majority of the respondents (61%) agreed that liberalization of university education has influenced the use of approaches that facilitate the acquisition of employable skills. The Academic affairs Deputy vice chancellor (AD1) of one of the universities was proud to say that;

‘About eighty six percent of our students already have been employed in different organizations in the different parts of the country, from the tracer study carried out. This is . we ensure that all our lecturers employ methods that engage students and those who do not engage students are eliminated’.

This is in agreement with what one of the deans (AD6) said that ‘the lecturers focus on student centered methods of teaching. This enables students to have hands on’. This is consistent with (OECD 2009), where it is emphasized that higher education requires a teaching process that is

driven by professionals who are trained in pedagogy and have the ability to link up-to-date knowledge with the classroom teaching. The Australian government has made an attempt to raise the quality of teaching across universities having graduate employment as a major indicator of performance amidst liberalization of education (OECD 2009).

Approaches that enable universities to take their students to the job market and help them to become responsible citizens are desired and so all stake holders should be involved in this process as indicated in the interviewed by one Academic Registrar (AD3) that; 'ensuring the development of employable skills in students is not the task of lecturers alone but is supposed to be tackled by the curriculum designers as well as the whole university administration'. However Twebaze, (2015) asserted that commercialization of education in Uganda has resulted in universities passing students with high class degrees but many times the performance in the world of work is found deficient leaving a good number of graduates lingering unemployed or underemployed. Some employers have also complained about the mismatch between grades and output and they decried the shortage of skills in university graduates that seek for jobs yet there are major vacancy gaps in their work places (NCHE, 2015; IUCEA, (2014),). the Tracer study done by NCHE revealed that 72.5% of students in the Science oriented courses get jobs in the first year compared to 53.3% and students in the humanities complain of limited value for money yet most of the universities offer Arts and social Science courses NCHE, 2015

Majority of the respondents agreed (64%) that liberalization of university education influences the use of teaching methods that promote critical reflective thinking. One of the Academic Registrars (AD2) said that

'Every semester lecturers are taken through professional training on the modern teaching methods with external facilitators and there is a regular evaluation of lecturers on their performance based on these trainings done'.

This agrees with the response from one of the Dean (AD5) that 'through engaging students in case studies which sometimes are utilized in the role play and moot courts promote critical reflective thinking'. This contradicts with the revelations by Marc (2010) that education done in Uganda reflects the type inherited from colonialists where encouragement of critical thinking was not one of the aims of colonialist education. This is consistent with the a general consensus that developing critical thinking through learning activities develop positive emotional character with enthusiasm and interest is one of the most important purposes for university and college education as a measure of students learning (Porter, 2012; Chapman , 2003). Outcome-Based Education (OBE) approach to teaching is advocated for all higher education institutions that focuses on what learners really learn and how well they learn it (Basheka, Muhenda and Kittobe 2009; strongly advocate for. Barkley, (2009) argued that Student Engagement Techniques is an all-inclusive resource that offers college teachers to inspire and motivate their learners. However one of Makerere's prominent academicians, Professor Mamdan lamented that, privatization has led to the decline in the quality of higher education intellectual life at the university and has been reduced to mere classroom activity; academicians read less and have turned teaching to corporate power point presentations (Bunoti, 2010).

4.3: Collaborative discussions approaches in teaching

The results indicated that majority of the respondents (70%) agreed that liberalization of university education influences positively the level at which students are encouraged to interact and discuss

the content collaboratively. The findings are consistent with the response from one of the Academic Registrars (AD2) said that;

Teaching emphasized in this university encourages participation of students through interactive studying and through discussions. This is mainly to create independent learning and creative thinking.

This is in agreement with Chan, (2010) who asserted that it is necessary that teachers interact with students in class because there will be immediate feedback received from students regarding their quality of teaching. Furthermore, the participants in the National Effective Teaching Institute reported that the training that they undertook made a significant effect on the way of setting learning objectives, involving students in active learning and working in teams to ensure individual accountability (Felder & Brent 2010). Reid, (2009) also puts emphasis on the use of questions to help keep the students engaged and in control of their learning. From these results it is evident that effort is being made by the universities to employ appropriate approaches to teaching and learning. One of the Dean (AD5) agreed that 'students are given assignments which are discussed in class regularly by presentation'. However students rated the use lecturing higher than the use of cooperative and active learning students and the provision for students to work with others in group discussions was valued less (Weimer, 2009). students attitude towards the approaches may affect their learning and so consideration of learner's individual world focused needs to be made (Garrison & Archer, 2000)

4.4: Students' involvement in learning goal setting

On the question that liberalization of university education influences the involvement of students in the process of setting specific learning goals, 54% respondents agreed, 46% disagreed. This means that majority of the respondents hold the view that liberalization enhances the use of methods that involve students in the setting of their learning goals. This is in consistence with (Nicol & Macfarlane-Dick, 2007) argument that students can only achieve from the setting of learning goals if they appreciate those goals, presume some ownership of them, and can evaluate and appreciate the relationship between the goals set by the teacher and those of the students... Except for the Academic Registrar public University (AD3) who asserted that 'students set their own learning objectives and not goals as such when the study problem is presented to them'. The rest of the university administrator and Deans confessed that the setting of specific learning goals by students is not applicable in their universities. Bunoti (2010) advocated for deliberate efforts intuitions to communicate their goals, vision and mission, to students so that they participate in the goal achievement procedure throughout their course; communicating goals will possibly have a significant influence on the accomplishment of learning outcomes.

4.6: Regression Analysis the relationship between liberalization of university education and the quality of teaching approaches in universities in Eastern Uganda.

In determining the effect of liberalization of university education on the quality of teaching and learning approaches in universities in Eastern Uganda, a regression analysis was computed/ done.

Table 4.3: Model summary showing the relationship between liberalization of university education and the quality of teaching approaches in universities in Eastern Uganda.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.503 ^a	.253	.249	.56457	.253	77.768	1	230	.000

a. Predictors: (Constant), Liberalize

The results show that liberalization of university education contributes to the quality of teaching and learning approaches by 50.3%. This implies that a unit increase in liberalization of university education improves the quality of teaching and learning approaches by 50.3% and this effect is significant ($P= 0.000$) which means that liberalization of university education is a significant determinant of the quality of teaching and learning approaches in universities in Eastern Uganda. Therefore the null hypothesis (H_0) that stated that liberalization of university education does not affect the quality of teaching approaches was rejected. The results also reveal that liberalization of university education relates to the quality of the teaching approaches by 25.3%.

5.0: Conclusions

The study intended to establish the effect of the Education Liberalization of university education on the quality of teaching approaches used in universities in Eastern Uganda. The resultant research question was: What effect does the liberalization of university education have on the quality of teaching approaches in universities in Uganda?

From the findings of the current study it is concluded that liberalization of university education has a statistically significant effect (0.000 at 0.005 level) on the quality of teaching and learning approaches in universities in Eastern Uganda. From the findings of the study, it is concluded that an enhancement in the liberalization of university education will lead to a significant improvement in the quality of teaching approaches. The findings in both Tables 4.9.1 and 4.9.2 are consistent with both local and global empirical studies related to the liberalization of university education on the quality of teaching and learning approaches. This because there is diversification of supervisor that ensures the right approaches are employed. There is evidence that universities in Eastern Uganda are making effort to employ participatory approaches teaching and learning process which are believed to be more effective in ensuring lifelong learning and development of employable skills.

6.1: Recommendations

It is recommended that all lecturers should be exposed to a detailed pedagogical training program in the effective and modern approaches to teaching that emphasize learning for social development, through the support of life skills, learning for human fulfillment and preparation for the world of work together.

University administrators and Lecturers should employ such methods of teaching that give students opportunities of learning experiences to develop personal and social skills and attitudes through sharing, discussing, using diverse forms of communication and accommodating diversity. Knowing that the teaching methods employed in most institutions are those inherited from the colonial times, lecturers should be taken through professional training on the modern teaching methods that enhance critical reflective thinking and Self Directed Learning that create lifelong learning. This should be followed by regular evaluation of lecturers based on these trainings.

With liberalization where every university is autonomous NCHE should go beyond ensuring that universities have lecturers with the required qualifications to ensuring that students there are taken through teaching processes that are driven by professionals who are trained in pedagogy and have the ability to link up-to-date knowledge with the classroom teaching. Therefore government through the regulatory bodies should make an attempt to raise the quality of teaching across universities having graduate employment as a major indicator of performance amidst liberalization of education. So the desire for the State should be, for universities to take their students to the job market and help them to become responsible citizens.

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